

Methods of Using Games in Teaching Grammar

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Abstract: This article deals with the methodology of teaching foreign languages. The article briefly describes the techniques that have a teaching and developing character in the formation of grammatical skills, expanding the horizons of students.

Keywords: formation, game techniques, educational and cognitive, intensive, activity, improvisational, logical, reincarnation, skill, speech skills.

When forming grammar skills in primary school students, it is necessary to use various game techniques, due to the age and psychological characteristics of younger schoolchildren. Reception is an elementary methodical act aimed at solving a specific task of teaching at a certain stage of practical training [3].

In the methodology of teaching a foreign language by N.D. Galskova, game techniques are techniques that have a teaching and developing nature, expand the horizons of students, stimulate their cognitive interest, form various skills and abilities, and contribute to psychological development.

At the initial stage of learning German, students master the basics of all types of speech activity: listening, speaking (monologue, dialogic speech), reading and writing as a means of fixing oral speech. One of the features of teaching a foreign language at the initial stage is the repeated repetition and phonetic elaboration of grammatical structures, vocabulary on this topic, etc. Often, such repetition is not only monotonous and boring for children, but also creates a significant background noise in the lesson, which is tiring and is the reason for a decrease in performance. At the same time, the monotony of repetitions is more tiring than sound waves. As a result, the monotony of activity leads to a decrease in interest and activity in the lesson. Game techniques help to get rid of these problems [2].

Game techniques are intended for the formation of grammatical skills and training in the use of language phenomena at the preparatory, precommunicative stage of mastering a foreign language [3].

The main task of game exercises for working with grammatical material is to manage the educational and cognitive activity of students and the formation of their grammatical skills, as well as the organization of intensive independent work in the classroom in order to master the rules of using specific language units.

Game techniques have four main features:

1. free developing activity undertaken for the pleasure of the process of activity itself, and not only from its result;
2. creative, significantly improvisational, very active nature of this activity;
3. the presence of direct or indirect rules reflecting the content of the game technique, the logical and temporal sequence of development;
4. The presence of a teaching character [1].

The game aspect is expressed differently – from the full use of the game activity of the trainees

to purely didactic games.

Many authors note the rich educational possibilities of the game. When mastering the German language, (I.L. Bim, L.I. Ryzhova, V.M. Filatov) modifying the game situation in the learning process, conditions are created for automating the memorization of language material. After mastering it, you can conduct a mini-presentation with songs and dances, with reincarnation, with the creation of plastic images. Naturally, such techniques contribute to the overall development of the child, the development of hearing, memory, attention, and the ability to communicate. And the fact of learning a foreign language opens a new stage in the development of the child. He begins to listen to foreign speech, isolate individual elements, ask questions, etc. [5].

Thinking about the use of the game in foreign language classes, we studied the works of N.D.Galskova, I.L. Bim and others. The game in their understanding is an exercise of speech skills.

Undoubtedly, the game can be considered as a situational-variative exercise, where it is possible to repeat a speech pattern multiple times in conditions as close as possible to real speech communication with its inherent characteristics – emotionality, spontaneity, purposefulness of speech influence.

This position is defended by M.F. Stronin, he believes that games contribute to the fulfillment of methodological tasks:

1. Creation of psychological ability of children to speech communication.
2. Ensuring the natural necessity of their repeated repetition of language material.
3. Training children in choosing the right speech option, which is a preparation for situational spontaneity of speech in general.

When developing games, it is necessary to take into account the requirements for the organization of the game in German lessons:

- the game should not be a model for mechanical imitation - it is a model of creativity;
- the teacher presents an original sample of foreign speech, which should encourage children to be original, independent;
- the game does not use a rating system, an error in a speech action should lead to a loss in the game;
- the formulation of the game situation, the rules of the game, the story of what happens as a result, should be given in their native language;
- the game should arouse positive emotional interest, a desire to get involved in the game as soon as possible [5].

Thus, when getting acquainted with a new vocabulary, a new dialogue, a new polylogue, when working out speech samples and in the process of studying grammatical material, we use game techniques that combine movements, gestures, tempo and rhythm with the speech of the teacher and student. The lessons use not only game techniques developed by methodologists and practical teachers, but also those that were created independently. Traditional techniques: "Stuck record", "Echo", "Typewriter", "Rope" and others are necessarily modified taking into account the peculiarities of their own lessons. We pay special attention to the testing and implementation of newly developed game techniques, each time bringing new elements to them, striving to maintain the interest of students in learning the language [4].

Game techniques and other communicative-oriented game exercises turn out to be an indispensable means of overcoming the contradiction that arises at the second stage of the formation of grammatical skill. On the one hand, it is impossible not to agree with G.V. Rogovoy, F.M. Rabinovich, I.E. Sakharova that "it is impossible to do without a certain number

of formal exercises aimed at memorizing the form and its stereotypization when forming a grammatical skill" [5]. On the other hand, it is in the case of early learning of foreign languages that the performance of a "certain number" of formal exercises by children turns out to be very problematic. Performing training game techniques and oral-speech communication turns out to be more attractive for elementary school students. In addition, it is on the basis of game communicative-directed grammatical exercises that there is a real opportunity for students to improve the nonverbal aspect of foreign language speech, behavioral cliches, and the general culture of interpersonal communication [6].

In the process of games, grammar skills are better formed in younger schoolchildren, in addition, they are instilled with a culture of sounding speech, vocabulary is enriched, and the ability to build a monologue develops. The game material should be systematized according to the principle "From simple to complex".

It is well known and repeatedly proven that the general development of a child is most closely and directly related to the development of his speech. The formation of a full-fledged speech, in turn, involves active activity, in which the child is most likely to be involved through play [7].

Thus, games and exercises in primary school during the formation of grammatical skills contribute not only to the education of speech culture in children, but also stimulate their overall development.

The process of forming grammatical skills requires a lot of mental effort. As a result, a number of problems arise when teaching grammar, which are caused by various factors. Therefore, it is necessary to use game techniques when working on grammatical material to avoid monotonous mechanical training.

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